



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

360 S Patagonia Street, Benson, AZ 85602

Benson Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing Plus
2003-04 Performing
2002-03 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Jomel Jansson
Schedule : 07:30 AM to 04:00 PM
Grades : Pre-K-4
2005 Enrollment : 316
Web Address : www.bensonsd.k12.az.us
Phone Number : (520) 586-2213
Fax Number : (520) 586-2305
E-mail : jjansson@bensonsd.k12.az.us

Mission

The Benson Public School System is a learning community that will effectively use our resources to provide a quality system of curriculum, instruction and assessment that ensures avenues of success for all students.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Benson Primary School students will strengthen achievement in mathematics as measured by the AIMS DPA, district performance assessments and classroom assessments (multimeasures of assessment).
- ü The students will strengthen achievement in reading/ writing, speaking, and listening (Literacy) as measured by the AIMS DPA, district performance assessments and classroom assessments (multimeasures of assessment).

Enrollment

October 1, 2004 School Year Student Enrollment : 331
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 24

Instructional Programs

- Ü Balanced Literacy/Reading/Writing
- Ü Emphasis on Thinking Mathematically
- Ü Emphasis on Social Skill Development
- Ü Science as Inquiry

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Benson Schools provides a quality education with effective instruction with a focus on high academic standards. The school is responsible for setting goals and expectations for students and distributing handbooks and instructional materials. Our school supports a safe learning environment through counseling, a SRO and a JPO. We support parent involvement through a variety of communication efforts.

Parents

The parents' responsibilities to the school include providing for regular pupil attendance, appropriate nutrition and attire for the students. The parent is also responsible for providing homework support, involvement in school goals and expectations, supporting school policies including dress codes and behavior codes and maintaining contact with the school and the teacher.

Transportation Policy

The Benson Unified School District provides transportation for all students who live within the district boundaries and at least 1.1 miles from the school site.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü DARE Officer of the Year	2003
Ü School Safety Grant	2003
Ü Arizona's Small & Rural School's Teacher of the Year	2001
Ü Who's Who Among America's Teachers	2000

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	64	79306	100	100	99	455	455	445	9	9	10	9	9	18	58	58	51	24	24	20
All Students (Prior Year)	73	73	75509	100	100	100	492	492	521	30	30	13	37	37	23	18	18	33	15	15	31
Female	36	36	38691	100	100	99	459	459	446	7	7	10	10	10	18	59	59	52	24	24	20
Male	28	28	40583	100	100	99	451	451	445	12	12	11	8	8	18	58	58	50	23	23	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	14	14	32869	100	100	99	437	437	429	15	15	15	15	15	25	54	54	51	15	15	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	50	50	36197	100	100	99	461	461	463	7	7	5	7	7	11	60	60	53	26	26	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	56	56	69060	97	97	98	465	465	454	4	4	7	6	6	17	64	64	54	26	26	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	31	31	39415	94	94	96	448	448	431	8	8	15	19	19	25	54	54	50	19	19	10
Non-Economically Disadvantaged	33	33	39966	100	100	100	462	462	459	10	10	6	0	0	12	62	62	52	28	28	30

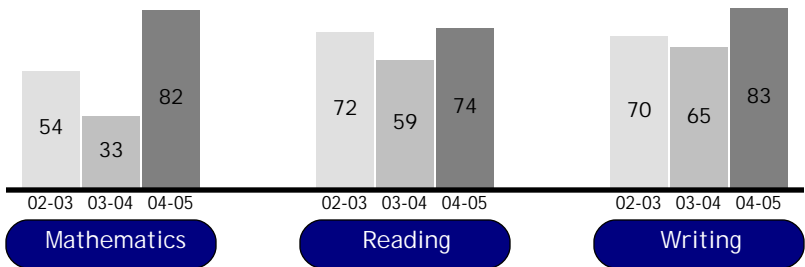
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	64	79395	100	0	99	462	462	446	9	9	9	16	16	25	58	58	55	16	16	11
All Students (Prior Year)	72	72	75492	100	100	100	506	506	519	11	11	12	30	30	16	49	49	47	10	10	24
Female	36	36	38743	100	0	100	473	473	451	3	3	7	14	14	24	62	62	57	21	21	12
Male	28	28	40618	100	0	99	449	449	440	15	15	11	19	19	27	54	54	53	12	12	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	14	14	32915	100	0	99	434	434	426	31	31	15	8	8	35	54	54	47	8	8	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	50	50	36221	100	0	99	470	470	465	2	2	4	19	19	15	60	60	63	19	19	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	56	56	69139	97	0	99	468	468	454	6	6	7	13	13	24	62	62	58	19	19	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	31	31	39484	94	0	96	453	453	429	12	12	14	27	27	35	54	54	47	8	8	4
Non-Economically Disadvantaged	33	33	39986	100	0	100	470	470	461	7	7	4	7	7	16	62	62	63	24	24	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	63	78869	98	98	99	453	453	442	7	7	6	9	9	21	70	70	63	13	13	10
All Students (Prior Year)	73	73	75053	100	100	99	564	564	597	7	7	7	28	28	12	59	59	72	6	6	9
Female	36	36	38536	100	100	99	491	491	458	3	3	4	0	0	15	72	72	67	24	24	14
Male	27	27	40302	96	96	99	409	409	428	12	12	8	20	20	26	68	68	60	0	0	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	14	14	32606	100	100	98	433	433	426	8	8	8	15	15	27	69	69	60	8	8	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	49	49	36078	98	98	99	459	459	459	7	7	4	7	7	16	71	71	66	15	15	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	55	55	68697	95	95	98	466	466	454	4	4	4	4	4	18	76	76	67	15	15	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	31	31	39106	94	94	95	438	438	427	12	12	8	8	8	28	69	69	59	12	12	5
Non-Economically Disadvantaged	32	32	39837	100	100	100	467	467	457	4	4	4	11	11	14	71	71	67	14	14	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	26	26	50	99	45	NA	58	100	51	51	47
	Language	99	24	24	43	100	35	35	50	100	44	44	47
	Mathematics	99	37	37	57	100	54	54	64	100	54	54	50
3	Reading	98	45	45	47	100	35	NA	55	100	54	54	44
	Language	96	49	49	54	100	37	37	61	100	50	50	44
	Mathematics	98	41	41	54	100	33	33	61	100	58	58	51
4	Reading	91	51	51	52	96	65	NA	56	99	50	50	48
	Language	100	42	42	48	96	53	53	52	99	46	46	49
	Mathematics	100	50	50	57	96	65	65	61	99	42	42	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

2 School Administrator(s)
 2 Non-certified Employee(s)
 6 Teacher(s)
 5 Parent(s)
 1 Community Member(s)
 0 Student(s)

Council Duties

Ü Curriculum Development & Implementation
 Ü School Safety Issues
 Ü Communications
 Ü Parent-School Relations
 Ü Support Services/Student Intervention
 Ü School Improvement (NCLB)

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	20.00
Other Professional Staff	3.50	Teacher Aide	6.33

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	3	0	0	0
7 to 9 years	1	1	0	0
10 or more years	4	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	6
Percent of teachers in the school with Emergency/Provisional Certification	26%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü Computer Lab
 Ü Complete Library
 Ü Multipurpose Room

Extracurricular Activities

Ü Safety Patrol
 Ü After School Sports

Social Services

Ü Gifted and ELL Programs
 Ü Breakfast/Lunch Programs
 Ü Crisis Intervention & Counseling Service
 Ü Health Services
 Ü Full Day Kindergarten
 Ü On Site Special Education
 Ü Special Education Preschool

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Improve school climate and a renewed focus on performance and accountability through student leadership, parent involvement and staff commitment.
- ü Benson Schools is working towards standards alignment, improved scope and sequence and adoption and implementation of new curriculum.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	16	12	12	17
Transfers In Rate ⁶	30	28	28	37
Stability Rate ⁷	83	87	87	82
Promotion Rate ⁸	92	96	95	81
Retention Rate ⁹	4	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Benson Schools promotes a safe and orderly climate for learning by rewarding positive behavior. We have programs in place for students who need time to reflect on their choices and decisions.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

12

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Jomel Jansson	(520) 586-2213
Transportation Policy	Janet Morlock	(520) 586-2702
Community Resources	Anita Choate	(520) 586-2213
School Nutrition Programs	Suzannah Olson	(520) 586-2213
Parent Organization	Parent Teacher Association	(520) 586-2213
Student Health/Nurse	Kelly Johnson	(520) 586-2213

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 50 Copies = \$19.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.